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**Fact or Fiction answers, irregular verb list** (p. 92)
Module 2

- Talk about your abilities and express opinions.
- Read about magicians and talented women.
- Listen to an interview and complete a form.
- Write an email to a friend.
- Learn about past tenses and auxiliaries.

Exercise 1
- Play the recording for the students to listen and repeat the Key Words. Check word stress and students’ understanding.
- Students work in small groups or as a whole class, discussing the stars in the photos.

Exercise 2
Audioscript ➞ page 105
- Give students time to read through the table.
- Play the recording, twice if necessary, for students to listen and complete the table.

Answers ➞ student page

Exercise 3
- You could have a class vote on who the most talented stars are.

Exercise 4
- Read through the questionnaire with the class and check students’ understanding.
- Students do the questionnaire working individually.

Exercise 5
- Students check their answers on page 91 and see if they agree with the profile of their talents.

Exercise 6
- Before students work in pairs, check that they can make the questions (Do/Can/Are you … ?) correctly for all the items in the questionnaire.

Extra
In turn, students tell the class two positive things about their partner, e.g. what they are good at or like doing.

Get Ready

1. Look at the Key Words. Make guesses about the young stars in the photos [a–d].
- He’s a diver. I think he’s athletic.

Key Words: Abilities
Adjectives: artistic athletic creative imaginative logical musical practical talented Good at: brilliant at chess communicating gymnastics languages making things maths music painting science singing sport writing

2. Listen and complete the table.

<table>
<thead>
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<th>A famous</th>
<th>From</th>
<th>Born in</th>
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<td>Tom Daley</td>
<td>diver</td>
<td>the UK</td>
</tr>
<tr>
<td>Hou Yifan</td>
<td>chess player</td>
<td>China</td>
</tr>
<tr>
<td>Chloë Moretz</td>
<td>actor</td>
<td>the USA</td>
</tr>
<tr>
<td>Justin Bieber</td>
<td>singer</td>
<td>Canada</td>
</tr>
</tbody>
</table>

3. Who do you think are the most talented film/pop/sports stars in your country and the world?
- I think Matt Damon is the most talented film star in the world.

4. Do the questionnaire.

YOUR TALENTS
Which of these sentences are true about you?

1. I like talking in class discussions.
2. I can read maps well and I have a good sense of direction.
3. I can remember songs very well.
4. I am good at sports.
5. I like maths and science.
6. I like making things with my hands.
7. I like reading and playing word games.
8. I am good at doing logic puzzles.
9. I am good at matching colours.
10. I am a good singer.

5. Find out about your talents on page 91.

6. Work in pairs. Ask and answer questions about your partner’s talents.
   - A: Are you good at singing?
   - B: No, I’m not very musical.

Background
This page looks at four young talents:

Tom Daley, born in 1994, is a diver from England who has represented Great Britain at both the Olympics and the Commonwealth Games.

Hou Yifan, born in 1994, became in 2010 the youngest ever World Chess Champion. She is also the youngest ever Women’s Champion in her native China.

Chloë Moretz, born in 1997, is an American actress. Her most famous role is in the film Kick-Ass (2010) and she has appeared in numerous other films.

Justin Bieber, born in 1994, is a Canadian singer-songwriter. He has been nominated for and won numerous awards. The questionnaire in Exercise 4 focuses on students’ own talents. It is loosely based around the first five of the seven (now eight) ‘intelligences’ proposed by American psychologist, Howard Gardner. More information is available on the Internet at:

- www.tomdaley.tv
- www.en.wikipedia.org/wiki/Hou_Yifan
- www.chloemoretz.com
- www.justinbiebermusic.com
- www.howardgardner.com

Extra
In turn, students tell the class two positive things about their partner, e.g. what they are good at or like doing.
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7 and 8)
More time: do the Extra activity

Background
The lesson is about two magicians:

Harry Houdini (1874–1926), born in a Jewish family in Budapest, emigrated to the USA as a child, probably the most famous magician and escape artist ever. His most famous acts included escaping from handcuffs, safes, jails, coffins buried underground and underwater tanks.

David Copperfield, born in 1956 in the USA, performs live and on TV, the best known contemporary illusionist. His most famous illusions include making the Statue of Liberty disappear, levitating over the Grand Canyon and walking through the Great Wall of China.

Warm-up

Exercise 1
• If some of the students haven’t seen a live magic show, encourage them to talk about magicians they have seen on TV. If appropriate, introduce vocabulary used in the text in Exercise 3, e.g. escape from X, make X disappear, levitate.

Exercise 2
• Students discuss the questions in groups of three or four. Encourage them to give their reasons for liking or not liking magic. Students then report back to the class.

Reading

Exercise 3
• Students look at and talk about the photo.
• Play the recording once for students to listen and read and answer the questions.
• Explain or encourage students to guess the meaning of any new words in the text.

Answers
1 Harry Houdini. He had to work to help his family.
2 different (Houdini was an escape artist and Copperfield is an illusionist.)

Grammar: Past Simple and Past Continuous

Exercise 4
Answers ➞ student page

Extra

Students match the tenses and uses of three more sentences from the Houdini text, e.g.

His family moved. (Past Simple / c)
He sold newspapers, cleaned shoes and performed tricks. (Past Simple / a)
Once he escaped from a straitjacket when he was hanging on a rope from a high building. (Past Simple / c; Past Continuous / b)

The Great Houdini

Harry Houdini (1874–1926) was the most famous escape artist in the world. He was born in Hungary but his family moved to the USA when he was four. As a child, he had to work to help his family – he sold newspapers, cleaned shoes and performed tricks for money. He was only nine when he gave his first public show.

Houdini’s most famous acts were escapes. He could open locks and handcuffs without a key. (He learnt to open locks when he couldn’t get an apple pie from his mother’s locked cupboard!) He escaped from boxes, underwater tanks and prisons all over the world. Once he escaped from a straitjacket when he was hanging on a rope from a high building. Many people tried to copy him but they couldn’t do his tricks. One man drowned when he was trying to escape from a milk tank.

David Copperfield

David Copperfield (1956–) is the best known illusionist of our times. He could do amazing card tricks in primary school. He didn’t have to work like Houdini because his family was quite rich. When he was at school, he learnt some magic tricks to impress people. At sixteen, he started teaching magic at New York University.

In his shows in the 1980s and 1990s, he made the Statue of Liberty disappear, walked through the Great Wall of China and levitated across the Grand Canyon. In one show, he flew above the stage with a lady from the audience in his arms, while thousands of amazed spectators were watching him.
Grammar: Past Simple and Past Continuous

4 Name the tenses underlined in the sentences (1–3). Then match the sentences and tenses (1–3) with the uses (a–c).

1. He was only nine when he gave his first public show. (Past Simple) c)
2. He escaped from boxes and prisons. (Past Simple) a)
3. One man drowned when he was trying to escape from a milk tank. (Past Continuous) b)

a) regular activities in the past
b) longer background activities in the past
c) single events in the past

5 Match the sentences [1–4] with the meanings [a–d].

1. I had to work to help his family. a)
2. He could swim well. c)
3. They couldn’t do his tricks. d)
4. He didn’t have to work. b)

a) was necessary
b) wasn’t necessary
c) had the ability/ was able to
d) didn’t have the ability/was unable to

6 Complete the text about two other magicians with the verbs in brackets in the Past Simple or Past Continuous.

David Blaine 1 was walking to his car when a poor man 2 stopped him in the street and 3 asked for some money. Blaine 4 bought a one-dollar note from the man. He 5 played with the banknote when it suddenly 6 changed into a 100-dollar note.

Howard Jay 7 asked a young woman from the audience to be his assistant. On stage, she 8 held an empty hat when a large diamond ring 9 appeared in it. Her boyfriend 10 stood up and 11 asked her to marry him. The audience 12 watched them all the time. Fortunately, she said ‘Yes.’

Exercise 5
• When checking answers, you may wish to check students’ understanding of the meaning of the sentences by asking them how they would say each sentence in their L1.

Answers ➞ student page

Practice

Exercise 6
• Advise students to read through the text quickly for general understanding before completing it.
• Check answers by asking individuals to read aloud the sentences.

Exercise 7
• Students may find it helpful to look again at Exercise 5 before doing this exercise.

Answers ➞ student page

Exercise 8

Your Turn

Exercise 9
• Read through the ideas with the class. Elicit two or three example sentences from the students.
• Students work individually, writing a sentence for each prompt. Check students’ sentences.

Exercise 10
• Students work in pairs, taking turns to read aloud their sentences.
• Each pair decides who had to help most at home and who could do more fun things.
• The pairs report back to the class, e.g. (Maria) had to help most at home. (John) could do more fun things.

Exercise 11
• Give students time to read the instructions and example sentences.
• Say one or two sentences for students to guess which is true and which is false, e.g. 1 I was going home yesterday when I saw an elephant.
2 I was doing the shopping last Saturday when I lost my glasses.

(Sentence 1 could refer to seeing a picture of an elephant on a poster or in a shop, so may not be the false sentence!)
• Students work individually, writing one true and one false sentence. Check students’ sentences.

Exercise 12
• Students work in pairs, taking turns to read aloud their sentences and guess which of their partner’s sentences is false.

Photocopiable activity 3, Teacher’s Resources MultiROM
This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7 and 9) and shorten the discussion in Exercise 11

More time: do the Extra activities

Background

This lesson is about women in history who have not become famous for a variety of reasons, or if they have become famous they have done so under another name.

This was quite a common phenomenon as until relatively recently women were discouraged from participation in science and the arts. Other examples include composers like Clara Schumann and Fanny Mendelssohn, many of whose works are probably under the names of their husbands; and the Countess of Lovelace, Lord Byron’s daughter, who worked on mathematical calculations for Charles Babbage’s first ‘computer’. More information about all these people is available on the internet.

Warm-up

Exercise 1
• After working in pairs, students read aloud their lists to the class. They can see how many different names they have thought of.

Exercise 2
• If students haven’t listed the name of a woman for one of the categories (scientists, travellers, writers), ask them if they can think of a woman in that category.

Reading

Exercise 3
• Read through the questions with the students.
• Students work individually, quickly reading the texts and answering the questions.

Answers
1 Charlotte, Emily and Anne Brontë
2 Rosalind Franklin
3 Lady Mary Wortley Montagu

Exercise 4
• When checking students’ answers, ask them to correct the false sentences or explain why they are false.

Exercise 5
• Students work individually or in pairs, finding the verbs and completing the prepositions.
• When checking answers, ask students to read aloud the sentences containing the phrases.

Extra

Students work individually or in pairs, writing two or three sentences using some of the verbs and prepositions. Students read aloud their sentences to the class.
Exercise 9
- Students work in pairs, reading and discussing the sentences.
- When checking answers, ask individuals to read aloud the pairs of sentences with when and then while so that students can check which sentences are possible.

Answers → student page

Speaking

Exercise 10
- Read through the questions with the class. Give students time to think about their answers.
- Students work in pairs, asking and answering the questions.

Exercise 11
- Read aloud the question and suggested reasons.
- Students work in small groups, discussing the question and possible reasons. Encourage students to think of other reasons as well as the three reasons given in the exercise.

Fact or Fiction?

Extra
Ask students to brainstorm ideas about what they know about the life of Marie Curie. If you wish, give them time in class or at home to find out information. Build up a paragraph on the board with the class about Marie Curie. Students can refer to the paragraphs in Exercise 3 to help them.

TIMEOUT! → Page 94, Exercise 5

Photocopiable activity 4, Teacher’s Resources MultiROM
This Unit

Short of time: set some of the exercises for homework (e.g. Exercise 5)
More time: do the Extra activities

Warm-up

Exercise 1
• Ask students if they have ever done an audition, e.g. for drama or music. Encourage them to say how they felt and how their audition went.
• Play the recording twice for students to listen and give each player a score out of five.

Exercise 2
• Students compare their scores and explain their reasons. If any of the students play these instruments, encourage them to give an 'expert' opinion.

Reading and Listening

Exercise 3
• Give students time to read through the questions.
• Play the recording once for students to listen and read and answer the questions.

Extra

Students work in groups of four, reading aloud the dialogue and changing parts. Correct any serious pronunciation errors.

Speaking

Exercise 4
• Read through the Key Expressions with the class.

Exercise 5
• After checking answers, students work in pairs, reading aloud the dialogue and changing parts.

Exercise 6
• Ask students to suggest more names. Each student then chooses four names to add to their list.
• Elicit one or two facts about each celebrity.

Exercise 7
• Read through the list of adjectives with the class.
• Ask two students to read aloud the example exchange. Then ask two or three more pairs to make exchanges about some of the other celebrities.
• Students work in pairs, giving their opinions about the celebrities in Exercise 6 and their additional four celebrities.
I think ... played very well. I gave him/her a four.

Matt: No, I wasn’t. I knew before I started because I didn’t have my lucky ring.

Gwen: What?

Matt: My lucky ring. I sometimes wear it for luck. But I left it in my room.

Sam: Well, I think superstitions are silly.

Gwen: So do I. I don’t believe in all that stuff.

Matt: Well, I do.

Jasmin: Hey, what are you lot talking about?

Gwen: Matt’s ‘lucky ring’. Are you superstitious, Jas?

Jasmin: Well, I never wear yellow on stage. It’s unlucky for me. And I’ve got a lucky bracelet. Look!

Gwen: Mm, it’s really nice.

Jasmin: Well, it’s my turn. Watch. Yes! A strike!

Sam: I don’t believe it!

Exercise 1
- Find out which students want to work in an office. Ask them what they can do well and what sort of office they want to work in.
- Play the recording twice for students to listen and repeat the sounds and words, chorally and individually.

Answers ➔ student page

Exercise 2
- Give students time to read through the form before you play the recording.

Everyday Listening
Audio script ➔ page 105

Exercise 3
- Play the recording several times for students to listen and repeat the sounds and words, chorally and individually.

Exercise 4
- Students work individually or in pairs, writing the number [1–4] for each underlined letter in the words.
- When checking answers, make sure that students can hear and produce the two sounds for ‘th’. If necessary, ask students to say each sound separately, focusing on the voiced and unvoiced difference between the sounds.

Answers
1 date (2) birth (3) the (4) fifteenth (1) twentieth (3) the (4) third (3) ninety (1) 2 read (2) write (1) understand (2) everything (3) they (4) don’t (1) talk (1) too (1) fast (1) 3 They’re (4) not (1) hard (2) both (3) them (4) 4 sometimes (1) aunt’s (1) clothes (4) at (1) the (4) weekends (2)

Exercise 5
- Play the recording several times for the class to repeat the sentences.
- Each student in turn says one of the sentences.

Extra
Play the recording for students to listen for extra information, e.g. What grades did she get in her exams? (Grade A), When was she in France? (this year), How long for? (a month), How is it good that Alison can communicate in French? (Because the company has some French clients.), What two computer programs can she use? (Word and Excel).

Encourage students to guess what sort of company it is and how Alison continues the interview.
Your Challenge

Writing: An email

Exercise 1
• Students work individually, reading the text and answering the questions.

Answers
1 He stayed with his uncle in London for four days.
2 The level is a bit too high for him.
3 Mrs Tyler-Smith’s cat
4 Sam and Jasmin

Text Builder

Exercise 2
Answers → student page

Exercise 3
• After checking answers, ask students to look at the email and read aloud the sentences containing the linkers.

Answers
usually go at the end of a sentence: as well, either, too
can go at the start or in the middle of a sentence: also
come after a negative verb: either

Extra

Students work in pairs, writing sentences with linkers about two or three of these topics: a journey, your family, your friends, your hobbies. Give some examples first, e.g. It was a very long flight. The seats were really uncomfortable, too. / My dad doesn’t like pop music. He doesn’t like jazz, either.

Exercise 4
• Tell students they will use this advice when they write their emails in Exercise 5.

Exercise 5
• Read through the steps with the class so that students understand what to do.
• Elicit more reasons to finish an email or letter, e.g. I have a class starting in five minutes. / It’s lunchtime. / My friends are waiting for me to go out with them.
• Advise students to refer to Matt’s email when writing their own email and remind them to use linking words.
• Students can work in pairs, helping each other check their emails. If they are unsure of any points, they can ask you.

Exercise 6
• When each group has decided which of their trips sounds most interesting, they can read aloud that email to the rest of the class.
Understanding Grammar: Question tags

Exercise 1

- Ask students: Does Tom prefer Ronaldo or Messi? (Ronaldo) Why? (Because he’s scored more goals this season.) What does Zara think? (She thinks Messi is the best player in the world/they are both brilliant.)

Exercise 2

Answers → student page

Exercise 3

- After checking answers, ask pairs of students to read aloud and agree with the sentences, e.g. You can do some card tricks, can’t you? Yes, I can.

Exercise 4

Answers → student page

Exercise 5

Complete the sentences with question tags.

1. You can do some card tricks, can’t you?
2. Magicians don’t work in the morning, do they?
3. Iker Casillas is a very good goalkeeper, isn’t he?
4. Footballers earn a lot of money, don’t they?
5. Your parents will come to our matches, won’t they?
6. Spurs have won two matches this year, haven’t they?
7. Pelé played in the World Cup when he was seventeen, didn’t he?

Exercise 6

Divide the class into pairs. Student A in each pair looks at page 89 and Student B looks at page 90.

- Give students time to add question tags to their statements and write three questions of their own.
- Check students’ questions.
- Students work in pairs, asking their questions and responding to their partner.
- Each pair says two of their own questions and responses for the class to hear.

Exercise 7

- Play the recording again for students to listen to the intonation of the questions Do you? and Can’t he?

Exercise 8

- Check answers by asking pairs of students to say the statements and responses.

Exercise 9

Audioscript → page 105

- Play the recording for individuals to respond to each sentence. Ask the rest of the class to listen and help to correct any wrong responses.

Exercise 10

Audioscript → page 105

- Play the recording several times for students to repeat the responses, first chorally and then individually.
Language Check
Exercises 1–5

Answers → student page

Feedback
• Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
• After checking answers to Exercise 5, students work in pairs, reading the dialogue aloud. Correct any serious pronunciation errors.
• Students look at the table to see which sections in the Students’ Book they need to look at again.
• Give students time in class or at home to do Language Check 2 of the Workbook.

Study Help: Similar words
• Read through the notes with the class.
• Ask students what English words they can see on signs or in newspapers and magazines in their country.
• Students work in small groups, writing five words that are similar in English and their language and two ‘false friends’.
• The groups in turn tell the class their words and see how many different words they have thought of.
• Advise students to record these words in a section of their vocabulary books for future reference.

Module 2 test,
Teacher’s Resources MultiROM

Language Check

Exercises 1–5

Answers → student page

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